ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000179	8017	N.A.	

4. AUTHOR(S):
Brossman, Luther F. , chairman.

5. TITLE OF DOCUMENT ABSTRACTED:
Report of the Committee on the College Year

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE
Albright College
Reading, Pa.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1961	47

8. PLACE OF ORIGIN
ORG. Albright College
ST. Reading, Pa.
CITY, STATE
TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR

16. INDEXING TERMS (9-12)

17. ABSTRACT (MAX. 250 WORDS)

An appraisal of the advantages and disadvantages of various calendar systems to determine under which system Albright could derive the greatest benefit. Evaluates the following calendar systems: the trimester, 4-quarter, 3-term (with or without summer sessions), and 2-semester. The committee recommended that Albright College retain the 2-semester system and strengthen the summer session program.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

R-6-1
This has been annotated.

HE8017

Clarence Albright College (Pa.)

8017

REPORT OF THE COMMITTEE ON THE COLLEGE YEAR

ED000179

I Scope of the Committee's Study to Date:

The Committee on the College Year has to date concerned itself primarily with a consideration of the general structure of the college year

a) as it is presently constituted at Albright College;

b) as it is constituted at a number of other institutions more or less comparable with Albright College in size, character, organization and educational objectives.

It is hoped that this study will reveal whatever critical shortcomings may be inherent in our present system and will enable the committee to make suggestions to the Albright College faculty for a more effective and efficient organization of the college year.

In its appraisal of any college year or term-system the committee's deliberations invariably centered about such considerations as these:

In what way would a revision of our college year more adequately serve the STUDENT in the attainment of the general and specific objectives set for him in his chosen curriculum? In other words, how can the college through its planning of the school year (terms, quarters, semesters, etc.) enable the student to make the most effective use of his time, develop his talents most fully as he matures physically, intellectually and socially during his stay on our campus?

Would the typical Albright student profit to a greater extent intellectually if the 32 to 34 weeks of the regular school year were divided into three academic periods of equal length, during each of which he would concentrate on only three (at the most four) courses, instead of into the traditional two semesters of 50% greater length, during each of which he would take five, or six at a more leisurely rate?

Would it indeed not be a more sensible approach to an experience in higher education if a student could be brought to regard his program of study as a purposefully constructed series of organically interrelated courses or units rather than as

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

the acquisition of a fixed number of credits as prescribed by some college catalog? If such an approach merits consideration by our faculty, under which calendar or term-system could it best be realized in practice--40 courses completed at the rate of five per each of the eight 15-week semesters over four years or at the rate of 3-4-3 in twelve 10-/15 week terms in four years or less?

What do Albright College students actually desire by way of an accelerated program? Do they really want a trimester or a 4-quarter program at Albright College? To what conclusion would the comparatively small number of Albright students attendigg summer sessions of varying lengths both here an at other colleges these past summers lead?

At this point we may not lose sight of the fact that students of a college, regardless of the type of program prevailing there, have to be taught. This gives rise to a second major group of questions -- those pertaining to the FACULTY:

Under which system can we possibly make the most effective and efficient use of the knowledge, training, experience and diverse skills of a teaching body such as ours? What changes would be necessary in the composition of the faculty, should this study reveal the need for a radical departure from the traditional school year at Albright College? Would the benefits derived from a reorganization of the school year be commensurate with the amount of work (administrative and academic) and effort required--with an enlargement of the faculty? Would the faculty be willing (and able) to make the readjustment predicated in practically every phase of teaching--and possibly in the apportionment of one's own free time?

Whatever our personal feelings, inclinations, preferences and dislikes may have been, we of the committee representing the faculty have striven to remain open-minded and objective concerning the issues involved. We realize that what we may recommend as best for today may not even be acceptable tomorrow.

For example, we ask ourselves: Does the fact that the modest number of 1961 freshman applicants having excellent high school academic records together with CEEB aptitude scores of 550 or better afford little hope for a four-quarter or

trimester system at present--does this fact necessarily determine that such a system would FOREVER be out of question at Albright College? We should not like to obligate ourselves to any one system to such a degree that in the near or distant future we weaken our cooperative or competitive position with other institutions.

Our college is not an entity by itself. It is dependent to a great extent upon public secondary schools for its incoming freshman class. Graduates from Albright matriculating at higher or professional institutions upon leaving us do not wish to lose time unnecessarily before entering upon their new program of studies. Undergraduates come and go by way of transfer. It is vital that our school year mesh with that of other institutions with whom we wish to and have to work. If the coming years bring drastic changes in the academic calendar of the public high schools of Pennsylvania and adjacent states, or if some of our influential neighboring colleges adopt practical new term-systems, our own hands should not be tied.

Desirable as it may be to make maximum use of the administrative staff and of the college's extensive plant for 12 months of the year, we of the committee are of the opinion that primary consideration should be given to creating conditions as nearly ideal as possible so that the student's intellectual growth may progress with least obstruction under the watchful eye of an expert in his subject-field, his professor. Some professors serving on this committee feel quite strongly that the product of their efforts--the imparting of skills, knowledge and the painstaking molding of the human mind in this direction or that--is not to be compared with the product of the coldly methodical world of industry and technology.

PART II THE VARIOUS ALTERNATIVE PLANS CONSIDERED BY THE COMMITTEE ON THE SCHOOL YEAR AT ALBRIGHT COLLEGE

1) The Trimester System

The first system representing a departure from the traditional two-semester school year to be considered by the Committee was the trimester.

Authorities on higher education are today in ever-increasing numbers coming to the conclusion that it is wrong or at least not in the best interests of democracy in the Western World if we allow a student, at a time when he is on the threshold of his twenties—the beginning of the best decade of his life—to spend a quarter of the 12-month year in activities that do not further his formal education. Consequently they seek a year-round calendar which will enable the student:

a. to acquire with a greater degree of concentration a greater measure of the constantly increasing body of knowledge in his field of study;

b. to enter upon his life's work at the point in his life when he is just about to reach the peak of his physical strength, energy, enthusiasm and creative vigor;

c. to complete his liberal-professional education on an undergraduate/graduate level without lag of interest and loss of time necessitated by an inefficiently constructed school calendar.

If it is true, as estimated, that by 1970 the number of students seeking higher education will be 200% of the number in 1960-61, then it is also true that our colleges and universities which continue operating on the traditional two-semester school year will need to increase their physical facilities and their teaching faculties by 100%. This would mean that in Pennsylvania alone 20,400 additional qualified college instructors would be needed—an objective appraisal of the outlook is pessimistic and foresees no more than 50% of this figure as being attainable.

The Report of the Proceedings of the Trimester Conference of June 15, 1960, at the University of Pittsburgh, asserts that if a year-round calendar were adopted

generally at Pennsylvania colleges and universities, a reduction of 20% in the number of teachers needed and a reducation of 40% in the amount of money needed in the area of capital investment could be effected immediately. The present number of teachers and the amount of money currently needed for the physical plant would thus be able to absorb, without undue strain, all increases in student enrollment possibly until 1964, when the expected sharp increase in college enrollment would make major expansion imperative.

After a long and careful comparative study of three alternative plans--the two-semester year with expanded summer session, the four-quarter system and the trimester calendar--and after a thorough study of the implications involved for student body, faculty and administration, the University of Pittsburgh in April 1958 adopted the trimester calendar. In spite of admitted weaknesses of the system, the University of Pittsburgh chose the trimester plan for the following reasons:

a. The trimester system breaks off more sharply than any other from the traditional concept that the 3-month summer period is to be regarded as a time for vacation, intellectual inactivity, during which a person attends school only under somewhat unusual conditions. Since the Pittsburgh spring term begins late in April and extends into early August, the summer comes to be regarded as of equal importance in a full-time program of study with any other season--this not merely a fractional supplement to an otherwise normal school-year;

b. The trimester calendar necessitates fewer time-consuming examination and registration periods than the quarter-system and no more than the combination of two semesters with a summer session;

c. The three equal-length terms of the trimester system lend to the entire program of study a greater degree of balance, proper distribution and stability than is possible under any other system and is therefore more conducive to study on a year-round program;

d. The student, without exhausting himself physically or mentally, can complete his course of study in 2 2/3 years, if he wishes to do so;

e. Because of the greater length of each term, the student who is financially obligated to interrupt his schooling from time to time has a longer earning period, which need not be limited to the summer months. He can leave school during any term to accept temporary full-time employment;

f. The professor choosing to teach three terms a year substantially augments his income (33 1/3% more annually for 3 terms than for two semesters), or, if he chooses to interrupt his teaching after two successive terms, he has a longer time for research, study or professional development.

In September 1959 the trimester system went into operation at the University of Pittsburgh with much less confusion than even its staunchest advocates had expected. During the first year only the freshman and sophomore classes in the undergraduate schools operated on the new basis--this made it possible for the various adjustments necessary with upperclassmen and graduate and professional students. Within the next two years the plan is to become operative on all levels.

When registration for the third or spring term was held in April 1960, 5,026 students registered, instead of the expected maximum of 3,000. The undergraduate credit load averaged 11.4 in the fall, only 8.5 in the spring term. The real reason for the drop has not yet been ascertained, but the Report speaks of an "inadequacy of course offerings" in view of the unexpectedly large spring enrollment.

A study of high school quintile ranks and S. A. T. scores fails to prove that a higher proportion of the students attending the third term were the better students. Possibly the more strongly motivated, not necessarily the academically superior, students came. Professors were of the opinion that students worked harder during the third term.

No figures are available showing differences between the calibre of students attending the three terms and that of the two-term students.

Regarding the financial aspect of this new school calendar in its first year of operation, the Report gives the following information:

> "It was estimated that the added costs of trimester operation, i.e. teaching salaries, salaries for extra clerks in the registrar's office, etc. would total about ten to fifteen thousand dollars more than would be raised from tuition. This situation would seem, at first glance, to represent a loss; but actually, regardless of income, it resulted in more efficient use of plant and administrative personnel. The actual additional income from tuition and fees was $868,000 against added costs of $475,000.
>
> This represented a net excess of income over expenses of $393,000, which contributed to the reduction of the overhead..... The financial returns are not expected to remain at this level as the University continues its year-round operation.... The experience of the past year (1959-60) does seem to show clearly, however, that the trimester calendar can be successful financially."

Under the trimester system the year consists of these three terms:

Fall Term: week of September 8 to week of December 23;

Winter Term: week of January 5 to week of April 18;

Spring Term: week of April 27 to week of August 8;

Summer Vacation: week of August 9 to week of September 7.

Obviously this calendar does overcome one of the reputed evils of our present system: that of the "lame-duck" session and of the long examination period in January with the subsequent inter-semester vacation.

It seems odd that the traditional (June) commencement should be inserted into the middle of a term, the spring term, yet that continues to be the practice at the University of Pittsburgh.

Conclusions Concerning the Trimester System

1. Members of the Committee on the School Year recognize many good features in a trimester system, yet they feel that in order to maintain a fairly good balance and sufficient number of students in each term, small schools such as ours would find it necessary to admit considerable numbers of students at the beginning of each term. Not only would this practice lead to obliteration of class organization and identity, but also it would lead to great confusion in the offering of sequential courses—unless <u>each half</u> of a year's work is given in <u>each term</u>. For example both English 201 and 202, both English 203 and 204 together with many other English courses should be given each term, it the liberal arts student and the science student entering originally at any one of the three terms is to benefit fully from this program which is intended primarily to save him time. The administration of such a program could become exceedingly complex and difficult. Albright College has in the past never been overwhelmed by numbers of students seeking admission in the winter or in the spring. Likewise the number of students who are academically inclined to do so and who can financially afford to complete their college education in 2 2/3 years without intervening work periods has in the past not been sufficiently strong at Albright College to assure a fairly stable number of students for the third or spring term.

2. Students and professors engaged in a trimester program at a small school could be more susceptible to intellectual fatigue than their counterparts at institutions enrolling thousands of students, where classes are larger and professors have more opportunity for release from heavy committee and extra-curricular responsibilities. At small schools professors often have less opportunity or desire for an academic leave of absence after a succession of uninterrupted terms of instruction. As dull servants of monotonous routine their teaching readily assumes a sub-standard character.

3. In view of the uncertainty of a strong student enrollment during the "odd" or spring term, the additional expenditures which a small school would have to make for enlargement of administrative and teaching staff and of plant facilities might be entirely out of proportion with the additional income of the third term. On the other hand many faculty members would regard it as unfair and a poor inducement to have their salaries augmented only to the extent of 33⅓% when they actually have to devote 50% more of their time and effort in order to teach in the third term.

4. Between the terms there would be only a short time for the registrar's office to record and report grades and for the dean's office to take necessary actions. This evil is likewise inherent in all quarter- or three-term systems.

5. There is no reason why an athlete who is also a diligent student cannot complete his studies in 2 2/3 years. Because of the differences in the lengths of eligibility periods of undergraduates, the athletic department may encounter many obstacles in setting up a long-range program of competition with other schools — unless all schools of a conference or league operate on the same school calendar. In competitive sports schools on the trimester program may fare poorly--unless their athletic stars take vacations during terms which coincide with "off-seasons" of their sport specialties.

Inasmuch as we of the Committee on the School Year believe that the disadvantages of this system for a school such as ours outweigh the advantages, and since even many of the much larger schools are not convinced of its feasibility in the long run, we feel that we cannot recommend the trimester system at the present time.

II The Four-Quarter System

The second type of academic calendar considered by our committee was that of the Four-Term Academic Year such as will become effective at the Pennsylvania State University in the new academic year of 1961-62, beginning with the summer term, June 15, 1961. As the designation indicates, the calendar year will be divided into four equal terms--at Penn State each term is of 10 weeks' duration. Some schools allow an eleventh week for final examinations.

Because of the need to cover the content of a traditional 15-or 16-week semester in a term of only 2/3 as many weeks' duration, and because of the resulting rapidity of the pace of study, students can take only three, less frequently four, courses during a single term. By meeting four times a week for ten weeks in sessions lasting from 50 to 60 minutes or by meeting three times a week for ten weeks in sessions lasting 75 minutes the same number of hours of instruction can be attained under the quarter system as are possible in the traditional semester.

The philosophy underlying this system is most clearly stated by President Eric A. Walker in his letter to the presidents of colleges and universities in Pennsylvania, dated October 1, 1960:

> "For some time now, thoughtful observers of the contemporary scene have been disturbed by a tragic anachronism in American higher education: a horse-and buggy calendar in a jet-age world. Colleges and universities, with but few exceptions, have contemplated their rendezvous with the Seventies from a blue-print for an "academic year" outdated since the Thirties. At the very moment in history when the pace, intensity, and quality of U.S. higher education are so essential to the survival of free institutions everywhere, our educational establishment has continued to operate at a tempo and in a pattern strangely reminiscent of a halcyon era--long since ended--when the nation might have been able to afford the luxury of summer-long "holidays" from learning.

What is needed, obviously, is a fundamental shift in the public attitude toward college-going. Whereas now it is the "regular" student who attends college nine months out of every twelve for four years, and the "irregular" student who also attends in the summer, it should actually be the other way round, with the "regular" student attending on a year-round basis. The exception must become the rule."

In his letter to the faculty of the Pennsylvania State University, also dated October 1, 1960, President Walker states as the principal reasons for the change in the academic year from semesters to quarters:

a. Provide a more flexible program of studies and one more readily adaptable to the needs of the rapidly increasing number of students.

b. Increase the year-round utilization of the resources of the University.

c. Adjust the affairs and relationships in the University to make a maximum contribution to the varying needs of the Commonwealth for instruction, research, continuing education, and related activities."

Through the change from 50- to 75- minute periods Penn State is able to maintain the present daily schedule, the total time allotment for each class per term, the course organization and the credit structure. Likewise the fee structure for a student remains unchanged for 9 months of the 12: instead of paying $240 for each of two semesters, he now pays $160 for each of three terms/quarters. The concept of the fourth term as that of a summer term remains unchanged—the student may either accelerate or make up for lost time by attending in the summer.

The calendar year for 1961-62 is organized thus:

I	Summer Term	: Classes from June 15 to August 24, with Independence Day off.
II	Fall Term	: October 2 to December 12, with Thanksgiving Day off.
III	Winter Term	: January 3, 1962 to March 13.
IV	Spring Term	: March 21 to May 31, with Easter week-end off.

Classes are scheduled daily according to this pattern:

1st Period:	8:00-9:15 A.M.	4th Period:	12:45-2:00 P.M.
2nd Period:	9:35-10:50	5th Period:	2:20-3:35
3rd Period:	11:10-12:25	6th Period:	3:55-5:10

A typical student load will be 3 or 4 major courses per term. The course load for faculty per term will be reduced, but the time actually spent in classes and the number of student contact hours per term will remain essentially unchanged. Typically, staff members will teach three out of four terms during the academic years. A professor's salary for teaching three quarters remains the same as it was for two semesters.

All examinations at the end of the term will be conducted during the regularly scheduled class periods.

Outwardly the intercollegiate athletic program will be little affected by the change from semesters to quarters.

Beginning with 1961, the fiscal year at Penn State will begin June 1 and end May 31. Thus all three operational years—the fiscal year, the contract year and the academic years will be in phase.

Departments are challenged to offer "a sufficiently wide range of courses" in the summer term to attract both undergraduate and graduate students. Fall, winter and spring terms shall offer courses in such sequential series that students wishing to accelerate their progress by attending the summer term may proceed without obstruction.

President Walker of Penn State sees in the four-term academic year these superiorities over the semester system:

a. Utilization of all university facilities the year round;

b. More frequent entrance possibilities for students;

c. Students are offered opportunities to overcome deficiencies in shorter and less costly periods;

d. Students are enabled to concentrate on a smaller number of courses at any given time;

e. Greater flexibility in scheduling;

f. Students can graduate after 3 years of study;

g. The fall semester ends just before the Christmas vacation. Other holidays throughout the school year interfere little with the academic calendar.

Conclusions concerning the Four-Quarter Plan

The Committee on the School Year is unable to see how such a plan would in the foreseeable future be feasible here at Albright College, where we can depend upon the admission of freshmen students in large numbers only once a year. It would be extremely difficult to offer a fourth term of a variety and richness comparable with those of the other three terms. Small enrollments spread thinly over four terms would prove financially unbearable. A great variety of courses and sections enrolling only a few students each, large teaching and administrative staffs, scheduling difficulties involving sequences of courses for students in the most diverse programs of study (accelerated/normal/interrupted—all simultaneously!), ever-recurring periods of mid-term checks and reports, end-of-term examinations and registrations—these and many other problems yet unforeseeable would cause the four-term program to bring little satisfaction to our campus. What the effect would be upon extra-curricular activities and social life upon our campus cannot be visualized clearly.

In one respect the quarters-system has an advantage over the trimester—that is the fact that the summer term in the former is shorter and could thus be taken by local students attending other colleges during the remainder of the school year. Likewise teachers in service could complete their teaching year locally in adequate time to be free for enrollment in the summer session with us. This advantage would apply only as long, however, as other colleges and local high schools continue to make the summer free for study or activity outside of school.

We of the Committee on the School Year feel that the introduction of a four-quarter system at Albright College would, under existing conditions, seriously

impair rather than strengthen the services of our institution to its student body, the community and the supporting denomination. Therefore we cannot recommend its adoption by the faculty.

III The Three-Term System (with/without Summer Session)

A third possible academic year calendar which occupied the attention of the Committee is the three-term system with or without a summer session. Under this arrangement the three terms extending over the nine-month portion of the year coincide with three of the four terms of the four-quarter system and cover identically the same period of time as is covered by the two semesters. Dartmouth College placed such a plan in operation in September 1958 and Goucher College, following the example of the University of Chicago, has been operating on the three-term plan since 1934. The basic idea is that instead of providing for two 15- to 18 week semesters during each of which a student enrolls for five or more courses, the three-for-three system provides for three terms of ten weeks each--generally with three or four days in the eleventh week for final examinations--during which 10 - 11 week period the student is supposed really to CONCENTRATE on only three courses. The academic calendar is so arranged that Christmas and spring vacations fall between terms. When students go home for the Christmas and spring vacations, they have completed the work of the fall and winter terms. Their long term papers and final examinations are over and done with. Faculty is required to submit final grades within 48 hours of the completion of a final examination. Understandably these days represent quite a hectic time for faculty, and their feeling of relief upon the completion of ten weeks of concentrated teaching and examining should make the holidays all the more enjoyable.

Proponents of three term system point out that by the end of an academic year the student will have mastered the material of nine (instead of the traditional ten) courses with a greater degree of continuity, penetration and effectiveness than would be possible under the semester arrangement. The system adapts itself very well

to the philosophy that a person qualifies for graduation from an institution of higher education by satisfactorily completing a sequence of purposefully selected, as it were, organically integrated courses (generally 36), rather than by the amassing of a stipulated number of semester hours' credit.

Advocates of the three-term system are of the firm belief that it encourages independent study on the part of all students, especially those in the junior and senior years. Its greatest value lies herein namely that it provides for concentration in depth without any sacrifice in breadth and variety.

Classes meet in 50-minute periods four days a week—thus in 10 weeks a student theoretically receives 2000 minutes of instruction as against 2250 minutes in a fifteen-week semester. At Goucher College the fifth day of the class week (Wednesday in non-laboratory courses) is entirely free for intensive work in the library and for field trips to the libraries and galleries in Baltimore and Washington, D. C.

Undoubtedly the student is under great pressure from the very outset to the end of the term. The program may appeal to the competent student who can work independently and who is inclined to undertake special study on his own initiative. It is truly not suited to the mediocre student who needs the first month of a semester or term to find his bearings. However, professors find that even the better students often have difficulty in assimilating material in content courses at a rate commensurate with the passage of time. Ideals, attitudes and perspectives with their proper relationships do not let themselves be developed in segments of ten weeks of academic time; even in a fifteen-week semester we sense the inadequacy of the time at our disposal.

Dean Geen of Goucher College admits one of the shortcomings of the program to be the ease with which a proliferation of courses develops. Since not all students who in a semester could take e.g. French 101 can do so under the three-term system, Elementary French 101 and 102 must be given simultaneously during the second term so that beginners in the first term may continue and so that those who enrolled,

e.g. for a required Religion course during the first term, may now begin the study of French 101. For the latter students French 102 must be repeated in the third term.

Possibly the administration (if not the Albright College faculty!) would regard it as a weakness of the Goucher three-term system that the faculty-student ratio is one to eleven.

Since Goucher College does not offer a summer session, the student does not really accelerate—she still requires four years to complete the work for her degree. The emphasis clearly lies upon concentration and depth—the student shall learn more thoroughly in a somewhat narrower field of subject matter. For students who have not developed better than average study habits, the pace in the 3-term system may be exhausting and eventually disastrous.

Failure in one of the three courses of the term means that the student will either have to enroll in a summer session elsewhere in order to overcome the deficiency or have to enroll in a thirteenth term at Goucher.

In a majority report by the Subcommittee of the Goucher College Curriculum Committee on the Time Schedule (which report however was defeated by a very narrow margin in the faculty as a whole several years ago), this body in a forthright manner stated that it regarded a four-course semester with three weekly sessions for each course to be superior to the three-quarters system for Goucher College. The Committee stated as its main arguments in favor of the semester system the following:

"1. The semester system makes more time available to the student for the maturing of thought, for extensive reading, for intensive concentration on term papers and similar research, and for going out in the community for observation and practice.

2. It will eliminate the well-known Wednesday let-down.

3. It will facilitate adjustment to other colleges, most of which are on the semester plan.

4. There will be less rush and there will be only two startings and endings and two examination periods instead of three during the academic year.

5. There will be a uniformity of schedule for all departments, e. g. no necessity for setting aside a specific day for laboratories."

"The arguments in favor of the quarter system on the other hand, though well-founded....seem to be less based on educational efficiency and more on practical expediency. Since this is so, it seemed to the Sub-Committee that educational efficiency should have preference."

The most decisive argument against the majority report and in favor of the retention of the three-for-three system at Goucher College seemed to be strong feeling on the part of older faculty members for the retention of the free Wednesday for purposes of field trips and for other intellectual pursuits outside the classroom.

The opinion seems to prevail fairly generally at Dartmouth and at Goucher that under the three-term system both students and professors work harder than under the two-semester arrangement. The professor accustomed to teaching under the semester system must completely reorganize his course material for the term system. Professors have discovered that they must have their material better organized under the term system. During a year a professor teaches three courses the first term for twelve contact hours a week, three the second and two the third. In the same interval of time - comparing quarters and semesters— a professor theoretically has to correct up to 50% more themes and examinations. In practice this load is lightened by the fact that he has normally only 2/3 as many students as he would have in a semester course.

According to the Dean of the Dartmouth College Faculty, Professor Arthur E. Jensen, the degree of intense concentration made possible by the shorter term system undoubtedly has positive values. (Dartmouth Alumni Magazine, June 1959). At the end of the first year of operation of the system at Dartmouth, Dean Jensen reported

an increase of 32% in the circulation of general books at Boker Library and the sale by the Dartmouth Bookstore of 2½ times as many paperback copies of general titles. He also cited the case of French 2, which gives the CEEB French achievement tests at the end of the course. Whereas in the past 12% - 15% of the men scored 600 or better, this past year 46% did that well.

Last March 8 a delegation of our Committee representing various academic and administrative departments of Albright College visited Goucher College. Most of the remarks concerning the merits and weaknesses of the three-term system contained in this report are therefore based on direct observation. One member of our group whose interest was primarily to observe the organization of the program in the natural sciences--physics/biology/chemistry--in a term system, reports thus:

> "If something goes wrong in experimental technique in one of the natural sciences, if e.g. in the biological sciences organisms fail to grow or perform as expected, the student under the shorter term system is at a greater disadvantage than he would be under the semester system. If some plant or animal fails to grow, hatch, or is killed inadvertently, this could wreck or hinder a whole term's work."

Another member of our group was particularly interested in ascertaining to what extent Goucher students avail themselves of the college library's facilities on the free Wednesday. Here are some of her impressions:

> "There do not seem to be any more students in the library on Wednesdays than on any other day in the week because the students do not use the extra day for special study, but rather for sleep, laundry, shopping, cleaning their rooms, washing their hair, writing letters or anything, that they did not do over the week-end. On Thursday they feel tired--it is like a second Monday--and by Saturday they find they are behind in their work and then want the library open all day as well as on Sunday in in order to do what they were supposed to do on Wednesday.

"Their library has a seating capacity of 350, which is half of the student body. It is never full to capacity. Although it is huge in comparison with our library, which has 94 chairs, if the majority of their students were to spend more time in the library on those free Wednesdays, their library would have to be enlarged and the staff increased considerably. For that reason it would be better to include Wednesday in the regular class scheduling in order to space library use more equally.

"The librarian stated that by having 3 terms, she is obliged to put books on closed reserve and take others off three times a year instead of twice a year, which would be possible with semesters. Of course all extra work means need for extra allotment."

"At Albright with our 94 chairs we could not take care of one-half nor even one-quarter of our student body. If we were to build a larger place to take care of seating capacity of that number, we would have to increase our budget qt a very great extent. Goucher charges $2,200 for tuition, room and board. Would Albright want to double its tuition, room and board?

"There are certain times when our students don't want to study in the library. Afternoons seem to be an anathema to them. The same is true for Saturdays, for after all the yelling about wanting it open, the attendance isn't worth the salary of the lowest-paid person to be here. Wednesday free would be the same here. Having only 10 weeks for each term might lead to more stealing of books and mutilation in order to have the material in their rooms to study the midnight before the examination or do the paper which is due. If students were forced to be in the library on Wednesdays to do special research, they would all vote in favor of our present system."

Conclusions Concerning the Three-Term/Three-Quarters Plan

If the college were to establish as the condition for graduation the satisfactory completion of a prescribed program of 36 courses over twelve terms under a three- or four-term system (instead of the minimum 128 credits earned in somewhat more than 5 courses per semester over 4 years), if abundant classroom and library facilities were available and if there would be no difficulties in courses involving the use of natural science or language laboratories—then the college faculty might consider more seriously a transition to a three-term calendar with an additional summer session. Indeed this system would be more feasible on our campus than the four-term academic year or the trimester, both of which would necessitate the admission of freshmen at odd seasons of the year(early January and mid-March) in much larger numbers than even the most optimistic of our admissions people could visualize at present.

All things considered, the Committee on the School Year unanimously recommends to the faculty that it would be wiser—at least for the next few years—to adhere to a two-semester plus summer session program, a program whose inherent weaknesses are not regarded to be serious enough to justify our plunging into a totally new academic venture when the prospects of its success even eventually at Albright College remain so darkly obscured at this time.

Supplementary

Because of the extreme impracticability of the programs at Albright College, the Committee devoted very little thought to two modifications of a three-ten-week-term-system:

a. To the distribution of the content of two semesters' five or six courses over three equal periods: the first term covering 2/3 of the first semester's total work would terminate before Christmas; the second term covering the last 1/3 of the first semester's work and the first of the second semester's work would terminate in mid-March;

and the third term covering the final 2/3 of the second semester's work would terminate in time for an early June commencement;

b. To a four-for-three arrangement whereby students would take four courses (instead of three!) for each of the three terms. This latter plan would be economically very unfeasible for us in view of the still greater proliferation of courses and sections per term, of the additional teaching and plant facilities needed while the size of the enrollment would remain constant.

In the year 1958 Franklin and Marshall College, Lancaster, Pennsylvania, appeared on the threshold of entering upon such a 4 for 3 program. In the end, however, the proposal was turned down. Dean James McCown Darlington's arguments against such a proposal would be equally applicable to us in our very similar situation:

"Twelve 'beefed-up' courses in the span of an academic year (under the 4- for 3 plan) will be an indigestible fare for our students. Only 20% of our students are enrolled, at the present time, in 12 or more courses per year. I think this assumes an intellectual competence in our student body which its recent history will not support. In the past four years 38% of our entering classes have been admitted from the lower 3/5 of their graduating classes..... The verbal college board scores for that period of time have averaged 485 and the quantitative scores 523. Only about 5% of our student body achieves honors list status and about 20% dean's list status. Professor Munson reported recently to the Academic Council that the Cooperative Reading Test administered to the Freshman Class indicated, in general, that our beginning students were a mediocre lot among the 15,000 liberal arts freshmen who took the test this year. I question, in other words, whether we have reached the point in the evolution of the mental qualities of our student body where a marked quantitative and qualitative increase in the demends upon the student is justified."

(Dean Darlington's Report to the Curriculum Committee's Meeting of November 20, 1958)

IV The Two-Semester System

The fourth possible academic calendar considered by the Committee was that of the two semesters extending over approximately 9 months of the year — each semester affording 42-45 class meetings per three-credit course.

The strongest complaints concerning the semester system seem to center about two points:

a. the loss of time attendant upon the close of the first semester and the transition into the second;

b. the "lame-duck" session of about three weeks following the long Christmas vacation.

During the school year 1960-61, in the 9½ week period from November 25 to February 1, classes could have been held on 54 days if there would not have been the interruptions caused by Thanksgiving, Christmas and New Year vacations, registration, semester final examinations and mid-year recess. Actually classes were held on only 28½ of the 54 possible class days. No one of the Committee is objecting to the holidays traditionally and properly observed during this time of the year. Nevertheless the days required for registration, final examinations and mid-year recess seem to some members of our administration and faculty to represent a too generous allotment of time. This item does deserve consideration, especially since this slackening-off period of activity upon our campus usually coincides exactly with that time of the year when certain functions of our physical plant—particularly heating and lighting—are taxed most heavily.

Another fairly frequently encountered objection to the two-semester system, as it has for years been employed at Albright College and very many other institutions is that it tolerates the "lame-duck" session. Students generally and possibly many faculty members too would prefer to terminate the first semester PRIOR to the holiday in December and early January, and thus not have to think about assignments still to be completed, term papers, and review for final examinations. So much is certain; if

the first semester were to end with the beginning of the Christmas vacation, social activities on the campus, such as Christmas parties and entertainments, concerts, caroling groups, etc., would have to be curtailed sharply, since they would coincide exactly with a final examination week.

In its first attempt to remedy the evils just described, the Committee sought to set up a calendar of 16 school weeks concluding just before Christmas. For the fall of 1961 such a 16-week period could really be obtained, providing the fall semester began on Tuesday, September 5, day after Labor Day, and concluded with final examinations during the week of December 18-23. This would establish the 29th of August as the date for the faculty retreat—less than 3 weeks after the close of the summer session—and the Freshman Orientation Program would have to begin on August 30 or 31, depending upon whether or not Labor Day is to be regarded as a holiday. In order to gain a two-week start prior to the formal opening of school, the football squad would have to report around the 20th of August. Such a program would definitely impose great hardship upon all those students who are employed full-time until September 1 or Labor Day. It would likewise be a hardship for those faculty persons who teach or are enrolled in summer session courses.

An additional problem resulting from the moving forward of the opening date of the fall semester is this: When shall the second semester begin and end? A semester equal in length with the first one and beginning immediately after New Year would terminate late in April (as the trimester does) and establish commencement date at approximately April 29. Thereupon would follow the pleasant spring and summer months, during which the overhead cost of maintaining a school plant in operation would be comparatively low. During the same period however, extending from late April to late August, the degree of student activity would also be at a very low point—except possibly for the comparatively few students who might choose to live in our dormitories and eat in our dining hall. Only through continuing to offer a portion of its campus facilities to church conference groups could the college hope to derive a fair

amount of return from its physical plant. Even a well-attended 8-week summer session, enrolling as it has in past years only day-students, becomes less profitable if its income is needed to bear the expenses of maintaining administrative staff and physical plant during this otherwise financially unproductive period.

The wisdom and practicality of closing down entirely the instructional part of our school plant during the month of January is extremely questionable.

One solution for the problems presented here might be this: Why not designate the month of January as a period for informal academic activities, a special projects month, a reading month, a month for field trips, or something of that nature? Thereupon the second semester would open, as at present, approximately February 1. During the month of January no formal class sessions would be held, but all learning facilities of the college—libraries, laboratories of all kinds, class and conference rooms and professors—would be available to the students. Each student would be required to engage in an entirely individualized, purposeful academic activity related directly to one or more of his formal courses of study. (Incidentally, the basketball and wrestling teams would be assured of spectators and loyal supporters, since all boarding students would be required to be in residence during this period.) Research in the social sciences, readings in literature, exercises in creative writing, experimental or clinical work in the physical sciences and psychology, well-organized and supervised drill with corrective aid in the language laboratory, the gathering of factual and statistical data for reports and papers—an almost infinite variety of activities would be conceivable. Students would find their interests and aptitudes challenged to purposeful productivity. Such a program would require a high degree of organization, extremely careful and detailed advance planning, proper motivation and coordination. Least of all would the month of January be a month for intellectual or physical relaxation on the part of the student and his professor.

When one wakens to reality and thinks about putting such a highly idealistic program into operation, one is immediately confronted by an avalanche of questions, such as:

1. How large a staff of faculty would be needed to administer such an interim program effectively among over 800 students?
2. How much additional library and laboratory equipment would be needed?
3. How could the scope and direction of each student's project be ascertained and then guided toward purposeful realization?
4. How could students on an entirely undergraduate level be motivated to think through for themselves a suitable program of intellectual pursuit capable of being completed properly in the period of time available?
5. Would our students be willing to forego the earnings of late summer in order to begin school very early in September and thus to gain the interim month for individualized study and research?
6. Would professors be willing to work on the basis of such a calendar which would require an extra month of exacting intellectual activity—possibly without a coresponding increment in salary?
7. Or would the trustees be inclined to raise the tuition by at the very least 10% in order to pay for increments in salaries and other additional expenditures involved in order to make the interim session a feature of our school year?

In short, the members of the Committee were of the opinion that Albright College is not in a position to provide the staff and facilities needed to implement such a program effectively with a student body such as ours—entirely on the undergraduate level.

A second modification of our present two-semester system is contained in a suggestion whereby a shortened reading period of at least two and possibly five days would be inserted into the school calendar, just prior to each semestral examination period. To provide for this additional period, the formal opening date of school could be advanced by a week or 10 days, for instance from the 18th to the 10th of September. This arrangement would permit the student to read extensively, complete term papers and prepare at some leisure for his final examinations.

This same objective could be attained by another procedure. For a number of years semestral final examinations at Albright College have begun during the middle of a week (Tuesdays, Wednesdays, Thursdays). This half week is then followed by an additional, almost entire week for examinations. If now the two or more days alloted by our present calendar for examinations during the first week could be kept free for purposes of reading, review and drill— including the intensive preparation for final examinations, possibly the final examination period itself could be reduced to the five school days of the following week. Obviously students should be better prepared for their examinations and they should be able to write three final examinations on a single day, if the schedule should require it. Generally examinations would have to be restricted to two hours. This procedure would not necessitate an earlier opening of school year in September.

The calendar of Franklin and Marshall College, Lancaster, Pennsylvania, adheres to a two-semester calendar outwardly practically identical with ours. However, professors are allowed the discretion of converting the two-week period immediately preceding the semester examinations into a reading period. That is, if a professor chooses to do so, he may suspend formal classes in his subject from January 3 to January 17, and from May 8 to May 22, the assumption being that his students will concentrate on readings directly related to course work and that they will prepare themselves for the final examination. It is to be noted that the F & M final examination periods this year extend from Monday, January 16 to Wednesday, January 25, and from Wednesday, May 17, to Saturday, May 27. There is thus no shortening of the traditional final examination period.

Committee members are very skeptical of the practicality for Albright College of both these latter plans. They suspect that professors would be more satisfied to spend these last hours of each term in instructing, drilling and reviewing their students in formal class sessions. According to reports from students, only a minority of the F & M professors avail themselves of the option of assigning reading periods and the survival of the system there is by no means assured.

This report now turns to the final alternative which the Committee on the School Year at Albright College considered: that of leaving the school year as it is presently constituted here—namely the two-semester plan with summer session—intact. Admittedly, numerous weaknesses are inherent in our academic calendar. However, in the light of all that has been said concerning the merits and limitations of the other term systems, the following needs to be said for the semester system as it is administered at Albright College:

1. In the past excellent work has been done here under the two-semester system—the performances of our graduates and former students prove that Albright College is fulfilling quite adequately its mission in the field of higher education.

2. Under the two semester system we may not be utilizing our plant facilities as effectively and efficiently as other institutions do theirs under a trimester or four-quarter system. We do not, however, see how we could have a sufficiently large enrollment—assuming that Albright is to remain a small college—to insure a good balance of students numerically and quality-wise for each term of a trimester of four-quarter system. Nor are we convinced that we would be able to offer a fairly complete program of courses and sections (taught by a fully-staffed faculty) for each term of a year-round program. Although it might make possible the utilization of our facilities over a greater number of calendar-days, a redistribution of a student body numbering a thousand more or less could be economically quite unfeasible.

3. Except for a minority of our courses, our classes are not really and are not likely to be generally overpopulated to the extent of 50%. If this WERE true, serious consideration of more frequent full-size terms per year would have to be recommended immediately. Proper balancing of staff and detailing of present faculty overload to new instructors needed here or there could be effected within the scope of our present or immediately contemplated plant facilities and administrative and teaching personnel.

4. More frequent terms impose an additional burden upon administrative and teaching personnel. Including mid-term examinations, a three-term system necessitates a minimum of six testing and grading periods a year (exclusive of the summer session), a four-term academic calendar eight. A two-semester system demands only four such periods— two or four more according to the scheduling of the summer session.

5. We do not agree that the greater frequency of mid-term checks and final examinations within a comparatively short period of time such as the four-quarter academic year presupposes would be of great educational advantage to us at Albright College. We believe that each student's progress can and for the most part does receive a reasonable degree of his professor's attention and that he can obtain a reasonable amount of counseling from his advisers—under our present two semester system.

If there is an advantage in more frequent examinations, this argument loses some of its validity in view of the correspondingly shorter duration of the quarter-terms. At any rate, professors under the semester system are generally free to administer examinations as frequently as they find advisable.

6. Under conditions prevailing currently and most likely to prevail in the immediately foreseeable future, the committee sees for Albright College little significance in the argument that a quarter- or trimester-system provides more frequent dates throughout the year for admissions, withdrawals or graduations. As presently constituted, our calendar does allow three such dates each year, although the accent does lie on larger numbers of admissions for incoming September classes and on large classes graduating in June. Unless the high schools from which Albright College attracts its student body radically change their calendars, the two-semester system with a summer session should continue to satisfy fully the needs of our area of service.

7. Whether or not it should be regarded as an advantage, the semester system does make it possible for a class to maintain its identity throughout the four years. A June commencement just at the successful termination of a four-year program of college study remains a high point in a graduate's life and can do much to strengthen class associations and alumni connections with the college.

8. The committee has given no serious thought to recommending a specific number of courses to be taken by a student per semester—whether five for a total of forty courses over the four years, four for a total of thirty-two over four years as at Harvard, Yale and Princeton, or any combination or five and four which would total thirty-four to thirty-eight courses over the four years. For instance Kenyon, Trinity (Conn.), and Swarthmore follow the 5-5-4-4- plan, Wellesley follows the 5-5-5-4, Lawrence the 4-5-5-5 plan. Franklin and Marshall requires 33½ courses for graduation, including 32 regular and three supplementary courses: English Composition S-1 and S-2 in the freshman year and Public Speaking S-3 in the third semester, with each of these S-courses contributing a half-unit.

A system representing a combination of 5- and 4-course semesters leading to a total of 36 courses over the four years would incorporate many of the features advantageous to both a semester and a shorter-term system. Assuming in each case a 45-hour week of combined class attendance and outside preparation for a regular three-credit course:

a. a student in a 15-week 5-course semester (+ examination period) spends 15 hours each week in class attendance, has 30 hours in which to prepare for his 15 hours of class with an average of 2 hours outside preparation per class-hour, or a total of 90 hours of outside preparation for each course each semester;

b. a student in a 15-week 4-course semester (+ examination period) spends 12 hours each week in class attendance, has 33 hours in which to prepare for his 12 hours of class with an average of 2 3/4 hours outside preparation per class-hour, or a total of 123 ½ hours of outside preparation for each course each semester;

c. a student in a 10-week program of 3-for-3 or 3-for-4 has 33 hours per week outside of class in which to prepare for his 12 class-hours—again an average of 2 3/4 hours of outside preparation per class-hour for a total of 110 hours of outside preparation for each course each term.

9. The greater degree of concentration over a comparatively small area of subject matter (3 courses) and the possibility for the attainment of greater depth in learning which are possible under a 3-for-3 or a 3-for-4 plan are indisputable and in many cases probably highly desirable. On the other hand the semester system allows the professor a relatively long period of time in which to familiarize himself with his students with a sufficiently long period of time left in the term for effective remedial and advisory efforts. In other words an academically competent, but initially ill-adjusted student is with proper counseling from his adviser and with sufficiently firm determination on his own part to do well is still academically salvageable even after the third week of a semester whereas any reorientation or readjustment after the third week of a 10- week course may be almost hopeless. Albright faculty members concerned with counseling students might reasonably expect a sharp rise in the demand for their services under a program calling for a 50% acceleration in the rate of learning. Likewise a single failure in a 3-for-3 or 3-for-4 program is of correspondingly graver consequence that it is in a 5-course semester program. The complaint most generally made by professors teaching under the short-term system is that their students are not able to

assimilate the material to be learned at the rapid rate which the calendar dictates. Herein is involved a process of maturation, of human organic growth.

10. The contention that the student who completes his program of study at college at the age of 19 or at the latest 20 has a great advantage over the student who finishes at the more mature age of 21 or 22 is highly disputable. Some older Albright College faculty members have quite happy recollections of the days when G. I. veterans constituted a considerable portion of the student body. There is at present absolutely nothing in our calendar which prevents the returnee from military service who is without heavy family or other outside responsibilities from completing a full four-year college program in slightly over three years—providing he supplements the academic work of 6 regular semesters with that of 3 or 4 summer sessions. The same accelerated program is open to any prospective college student who has been properly admitted to the freshman class and whose situation allows him to devote his efforts full-time to a year-round program of study. We thus have, in effect, a two-track system possible within the framework of our 2 semesters + summer session program:

a. the regular 8 semesters covering four years;

b. the combination of 6 semesters with enough summer session courses to make up for a year's work.

11. It is not only the welfare and intellectual progress of the students which must be considered in the establishment of an academic school year. The ability of the faculty to implement effectively a given program of studies demands just as thorough an examination. In principle a professor teaches three or two courses during each of the three terms of a three-four-term academic year. If he elects to do so, he may teach the fourth term or quarter with proper adjustment of his salary. With the lighter teaching load the

professor is enabled theoretically to devote larger segments of time to class preparation, counseling, research, self-improvement through further study, committee assignments, etc. In the short-term system (thirds or quarters) his classes could be expected to be only 2/3 of the size of the classes under the two semester-plan—assuming that he or someone from his staff would teach the same course during more than one term of the year. For instance a 101-102 course would be given according to the following pattern:

first term: 101

second term: 102 and 101

first term: 102

Applying this pattern of proliferation to those courses which, in addition to classroom space require considerable laboratory of library facilities, the complications which could arise during the middle term are readily foreseeable. If all facilities such as qualified and capable staff, classroom space, laboratory equipment, library volumes, etc. were abundantly available, the professor could truly render to his institution the maximum of his specialized knowledge and skills. First-hand reports from professors teaching under a short-term system have by no means been convincing of the actuality of such a teaching situation.

12. Understandably both student and professor enter upon the long Christmas vacation period greatly relieved if they know that all term papers, final semester examinations, etc. are already behind them. It is undoubtedly true that approaching vacations do bring with them a slowing down of classwork and preparation therefor.

It does seem however that Albright College students do regard a long Christmas vacation period WITHIN a semester as having at least a fair degree of positive value from the standpoint of learning. To substantiate this assertion, the Committee would like to present some statistical results of two questionnaires submitted to the entire Albright College student body at strtegic points of time in the school year.

The first questionnaire was distributed at assembly on January 3, 1961, the first day of classes following the Christmas vacation and sought information

concerning students' academic activities during the week immediately preceding the long vacation.

72.5% reported an awareness of an intellectual slowing-down on their part as the time for the vacation approached;

80% noticed such a slowing-down on the part of their fellow-students;

21% noticed such a slowing-down on the part of their professors;

57% found that involvement in Christmas season activities on the campus (parties, toy repair, choral sings, etc.) did NOT interfere with their academic program;

Of the remaining 43% only less than 3% found these activities interfering a great deal.

48.6% found that preparations for the Christmas vacation (purchasing gifts, arranging travel schedules, etc.) did NOT interfere with their academic program;

Of the remaining 51.4% only 6.1% found such preparations interfering a great deal with their academic program.

Only 25% of the student body carried a Christmas part-time job during the last week of school preceding Christmas.

Of the students who worked during the two weeks preceding the holidays

35% worked fewer than 12 hours;

26% worked between 15 and 25 hours;

23% worked between 27 and 50 hours.

25.6% of the entire student body cut classes more frequently during the last week of school before Christmas than they would have cut normally at any other time in the semester.

58% of the student body cut no classes whatsoever during this week.

29.5% cut from 1 to 3 classes.

10% cut from 4 to 6 classes.

2.5% cut more than 6 classes.

13.6% absented themselves from school one or more days in order to carry a Christmas part-time job or to care for pre-holiday activities.

44% were of the opinion that they were able to keep abreast of their regular academic assignments adequately during this week.

56% were not of this opinion.

6% of the student body cut previously announced tests during this week.

50% regarded their preparations for these tests at least equally as intensive as they would have been at any other time during the semester.

Almost 20% regarded the final week before the Christmas vacation as wasted (from the academic point of view) because of extra-curricular and job activities.

Slightly over 80% thought the week was academically not a waste of time.

Only 35% regarded the last week of school before Christmas as equal in academic usefulness to any other week in the semester.

- -

In a second questionnaire submitted in assembly on January 10, 1961, the entire student body was asked to report on its academic achievements.

a) during the Christmas vacation itself;

b) during the first week of school following the vacation.

97.4% of the student body had intentions of studying during the vacation period. The greatest number planned to work on assignments due immediately after vacation or to do required reading. The smallest number (only 1/6 of the preceding two categories!) planned to read independently for the purpose of gaining a deeper understanding in a subject field closely related to one of the courses currently being taken.

In terms of performance:

41.7% accomplished less than 25% of what they had planned to do;

28.5% accomplished from 30% to 50% of what they had planned;

17.6% accomplished from 60% to 75% of what they had planned;

12.2% accomplished from 80% to 100% of what they had planned.

55% of the student body said that they would have spent their Christmas vacation period differently if they would not have had term papers to write or final examinations to prepare for.

19% of the student body found the Christmas vacation to be of <u>great</u> importance in their total academic effort for the semester;

45% found it to be of <u>some</u> importance;

64% found the Christmas vacation definitely of importance in their total academic effort for the semester.

26% found it to be of <u>little</u> importance;

10% found it to be of <u>no</u> importance;

36% found the Christmas vacation to be of little or no importance in their total academic effort for the semester.

97% of the resident students had returned to their rooms by the evening of January 2 -- classes resumed the following morning.

60% of the students regarded themselves as adequately prepared for classes and lab schedules for January 3.

95% attended their regularly scheduled classes and labs on January 3.

85% resumed their regular study routine (preparation for classes, research work, writing of papers) on Tuesday, January 3, just as though there had been no vacation intervening.

40% found upon returning to their first classes on January 3 that they had forgotten knowledge and skills which they had acquired prior to the long vacation.

60% had suffered no noticeable losses in learning or skills.

80% reported on Tuesday, January 10 that they were back in "high-gear" as far as their academic program was concerned.

57% reported themselves back in "high-gear" as early as Wednesday, January 4.

- -

Taken as a whole and disregarding those weaknesses which are characteristic of all humans, these statistics by no means prove that the extended Christmas vacation within a semester has seriously impeding effects upon the rate of academic progress of Albright College students.

= =

III. Other Schools Report Their Experiences in Connection with the College Year

In its search for a calendar which would most effectively utilize the student's time, the available or potentially available faculty strength and the available or potentially available physical plant facilities, the Committee on the Academic Year at Albright College has devoted a considerable share of its attention to ascertaining calendar organization at a number of representative American colleges. Detailed reference has already been made to the trimester plan as it functions at the University of Pittsburgh, to the four-term academic year as it will be put into operation in June 1961 at the Pennsylvania State University and to the three-term (three-quarters) three-for-three plan at Goucher and Dartmouth colleges.

Largely in their own words, we should like to submit with this report the comments of responsible officers of the various colleges replying to our questionnaire of November 19, 1960.

Dr. Cecil L. Dobbins, Adjutant to the Dean of Baldwin-Wallace College, Berea, Ohio, lists the following advantages of the four-quarter system as it has been in operation at his school for the past 14 years:

> "Vacations at the end of quarters; split laboratory schedule works better on the quarter system. Almost all but the treasurer like the semester system. He feels that we have more income on the quarter system."

Miss Margaret Conway, Dean of Instruction at Keuka College, Keuka Park, New York, which has been using the four-quarter system since 1942, writes:

> "The change from semesters to quarters was made when we introduced

the Field Period program. We open late in August or first of September and complete just a quarter on or about November 15. We have a 5-week Field Period and begin the second quarter immediately after New Year. Commencement is usually on or before June 15."

Dean E. M. McKown of Evansville College, Evansville, Indiana, which has been on the four-quarter system off and on for the periods 1919 to 1928 and 1948 to the present writes:

"The first year (1948) of the quarter system was a rather hectic time for the faculty and the students. Students woke up the first of November to the realization that all the written work had to be turned in and the final examinations taken shortly after Thanksgiving. On the other hand they were much relieved when they came back after the Christmas holidays and realized that they didn't have to prepare for final examinations right away ..... Some faculty members have never become reconciled to the quarter system. Some of those coming on our staff newly, who were accustomed to the semester plan, do not like the quarter plan. However, it is accepted and everyone is cooperative. There would be a hard core of faculty on each side, that would never become reconciled to each other. The registrar's office and the business office realize that they have more work to do, but feel that it is worth-while if it is better. The Dean's office rejoices in the plan because instructional work seems to be better done.

"The value of the quarter plan is dissipated unless the courses become four- or five-hour courses; if a year-long three-hour course is simply divided into three parts instead of two, there is no advantage. Among the main advantages of the quarter system are that faculty members meet fewer students oftener and thus become better acquainted with them, and the students meet fewer classes oftener

and thus are able to concentrate better on the few courses which they are carrying."

Marjorie Freed, Director of Antioch College News Bureau, Yellow Springs, Ohio, reported August 23, 1960:

> "With the introduction of a full 12-month operation (four-quarter plan becomes effective in July 1961) Antioch College, for all practical purposes, will become two small colleges, using one campus, one plant and one faculty.
>
> "Because the liberal arts college utilizes a study-plus-work program, the new calender makes it possible for Antioch College to split its student body into two groups of about 750 students each. While one group is on the campus studying, the other will be off campus on jobs secured for them by the college. At planned intervals they will switch places.
>
> "The new program requires that half of the new students entering Antioch in 1961 will begin their college studies on July 11, start of the summer quarter. The other half begins classes October 3. From there on out each group will alternate periods of study on campus with periods of work off campus. It will be virtually impossible to transfer from one Antioch to the other."

Dean Orin M. Lofthus of St. Olaf College, Northfield, Minnesota, reports that the semester system currently employed there has been reconsidered by the Curriculum and Educational Policies Committee in the light of a possible introduction of a quarters system:

> "The chief advantage of a semester system (for St. Olaf College) is the more steady pace over a longer period of time possible for any given course. The quarter system goes by so fast for each course, more administrative procedures are needed (three registrations instead of two), and there are more examinations taken by students and given by faculty.

> "If the faculty feels that a reduction of courses under a semester system (from 5 or 6 to 4) would be too rigid a program, the quarter system does permit flexibility in between the two extremes. If there would be 4 courses per quarter, the total possible courses after 4 years would be 48 courses. This would be the equivalent of 36 semester courses or 9 semester courses per year."

Dean Carl Ehrhart of Lebanon Valley College reports that no immediate departure from the 2-semester system is contemplated. Of the various choices, the committee studying the calendar favors the trimester system. The apparent difficulties of providing faculty and of scheduling courses for a combination of two-semester and trimester program need further investigation.

Dean David A. Waas of Otterbein College, Westerville, Ohio, likewise reports that the whole curriculum and calendar are under study. The discussion currently centers about the adoption of a combination three-quarter system with a summer session.

The proposal by the Gettysburg College Committee on Academic Policy and Program to "adopt a three-term calendar covering the academic year from September to June, each term to consist of ten weeks for instruction and five days for final examinations" has just this year been rejected by the faculty in favor of the two-semester system.

Two colleges which have adopted the three-course, three-term system are Hiram College, Hiram, Ohio, and Carleton College, Northfield, Minnesota. The Hiram College Curriculum Study Report describes the plan:

> "Under the plan the academic year of the college will consist of three terms, each of eleven weeks' duration. During each term students will take three courses. Each class is a sixty-minute period and is equivalent in content and credit to a semester's work. In this way our curriculum plan preserves an emphasis upon 'intensive study' but permits greater flexibility in the student's programming. At the same time this plan permits greater flexibility

in teaching loads for the faculty and more efficient use of our school plant. It will also encourage use of summer school, since the summer session will be an equivalent fourth term."

Two colleges, Knox College, of Galesburg, Illinois, and Shimer College, of Mount Carroll, Illinois, report that they have abandoned the quarter system in favor of the semester plan. Dean Hermann R. Mueller writes:

"Knox College was on the quarter system from 1943 to 1956 and then returned to the semester system. Our faculty was rather evenly divided as to the alleged educational advantages of either program, and it is my impression that they voted to return to the semester system mainly because there seemed to be certain administrative advantages arising out of our peculiar educational situation. These had to do with the fact that most of the other institutions with whom we have dealings are on the semester system and the coincidence of calendars and the exchange of credits was somewhat easier on the semester system."

Dean David W. Weiser of Shimer College reports that his school had used the quarter system for the decade 1950-60. Although the system had proven reasonably successful, the school abandoned it in favor of semesters because the latter plan is better in a small college.

The following colleges are on the 2-semester plan and have no immediate intentions of changing: Allegheny, Amherst, Davidson (N.C.), Dickinson, Drew University, Franklin and Marshall, Grinnell, Haverford, St. John's (Annapolis), Muhlenberg, North Central, Pomona (Calif.), Reed, University of the South (Sewanee, Tenn.), Swarthmore, Trinity (Conn.), Upsala, Ursinus, Westmar and Wooster.

Comments submitted by officials from these schools:

Dean Julian L. Ross, Allegheny College:

"The other systems seem to have disadvantages which the faculty

feels would outweigh the advantages of being able to take more students. Possibly the pressure on the admissions office may force the change within two or three years."

Dean C. Scott Porter, Amherst College:

"Decided our present calendar was better suited to our purposes."

Dean and Vice President J. M. Darlington, Franklin and Marshall College:

"Pedagogical reasons for retaining semesters. There are shortcomings in every calendar, but we felt that the quarter system had less to recommend it, academically than the semester system or the trimester system. We may be compelled to accept the latter calendar some day."

Dean James H. Stauss, Grinnell College:

"Disadvantages of a quarter system: too much time spent in registration, beginning and ending terms, etc.; disadvantages of 3-term, 3-course plan: too inflexible in that tasks of courses are set rigidly at 1/3 of student's time and effort; each course is a 'major effort'; difficulty of adjusting pace of student's understanding to assignments, etc., i.e. a course requiring 1/3 of student's time ought to demand considerable homework, etc., but many students can't proceed so rapidly without classroom work between relatively small blocks of homework, if the reading material is difficult."

Dean William E. Cadbury, Jr., Haverford College:

"One of our problems is that our students take courses at Bryn Mawr, Swarthmore and a few at Penn, and theirs take some of our courses. Thus any changes would have to be synchronized with changes at these schools, especially Bryn Mawr."

Dean Henry M. Richards, Muhlenberg College:

"We felt that the quarterly or trimester plan had certain significant disadvantages for a small school and that we could accomplish

essentially the same goal by extending the summer school to 12 weeks and enlarging our summer school offerings."

Dean Ernest A. Strathmann of Pomona College, California, submits an extract from the report of the Committee of the Associated Colleges in Claremont, California:

"When we try to apply the theory (of quarters and trimesters) to Claremont, however, we are struck at once with the basic differences between the Associated Colleges, small and residential, and large institutions like Northwestern, Stanford, and especially Pittsburgh, which enrolls many students commuting within the metropolitan area.

1) Under the quarter or three-term system the student body would be changing constantly, with an adverse effect upon the residential experience fostered by the Associated Colleges;
2) Overlapping in the registrations between summer terms and terms between September and June would create grave problems of housing and staffing;
3) There would always be an enrollment problem in the summer term, because we could not require summer attendance, many students vacation with their parents, many seek employment (and jobs for students are more plentiful in summer than at any other season), and only a few of our students feel the need to accelerate;
4) The heat of the Claremont summer and costs of tuition and residence discourage summer attendance at Claremont;
5) Students of the Associated Colleges who now attend summer sessions are more likely to go to institutions near their homes than to Claremont;
6) Recruiting up to a third more faculty would be necessary, a task that would put a strain on any college;
7) Any efficiency gained through increased use of the plant facilities

would be offset by added costs in maintenance of buildings and grounds, in administrative overhead (such as time spent on registering students and recording grades), in faculty salaries and in scholarship aid."

Dean William C. H. Prentice of Swarthmore College:

"We continue to be concerned about the inefficiency of the short period following Christmas vacation, about the fact that Christmas vacation does not come at the end of a term and consequently tends to be filled with work and anxiety about work, instead of with relaxation, about the number of different courses that our students take at any one time, and about the possible future necessity for running a year-round college. On the negative side we find Faculty and Administrative inertia, some think that tinkering with the calendar is a superficial and inefficient way of improving the academic program, and difficulties about meshing a new calendar for our course and honors programs."

Dean and Vice President Arthur Howard Hughes, Trinity College, Conn.:

"We came to the conclusion to retain the semester system due partly to inertia, partly because it represents majority opinion, partly because of objections to changing half-courses into thirds-courses or two-thirds courses."

Dean G. O. Thompson, Westmar College:

"The trimester system would wreck our present summer school. Most teachers who wish to take summer school work could not enroll with us if we started earlier. We see very little to commend a quarter system in the regular school year. We are quite well pleased with our present (two-semester) calendar. A trimester system might help some teachers do graduate work."

Two other schools which plan to continue on the 2-semester plan are Juniata

College and Wagner Lutheran College, each of which however would modify the traditional plan somewhat by an inter-semester arrangement. Juniata College would have its first semester terminate at Christmas and the second begin at the beginning of February, with the month of January devoted to special short term studies. However, nothing further has come of the discussion. Wagner College has worked out a calendar on a two-semester basis per year with an "intersession" of two or three weeks for special courses. This intersession would come between the winter and spring semesters. No final decisions have been reached.

RECOMMENDATIONS TO THE FACULTY OF ALBRIGHT COLLEGE

BY THE

COMMITTEE ON THE SCHOOL YEAR

In the light of all that has been presented in this lengthy report of May 1, 1961, the Committee on the College Year recommends to the faculty of Albright College the retention of the two-semester system with a strengthened summer session program.

a) The college semester shall be so arranged as to make possible 45 hours of instruction for a three-credit course, which shall be regarded as the basic unit in computing time schedules for courses offering more than or fewer than three credits.

b) Final semester examinations shall be scheduled at a time outside the 45 hours allotted for instructional purposes. In scheduling final examinations every effort shall be made to avoid any student's having to take more than two examinations on any given day.

c) Three-credit courses offered during the summer session shall be scheduled in such a manner as to provide for 2000 minutes of instruction each term. Additional time will be needed for final examinations. In practice, twenty 110-minute sessions provide for 2200 minutes - sufficient time for instruction and final examinations without the addition of extra days or sessions to the 4-week term.

d) The Committee regards an Easter holiday extending from Wednesday evening preceding Good Friday through Easter Monday as an adequate spring vacation. Thus the college commencement could continue to be held on or about the first Sunday in June.

e) The phrase "strengthened summer session program" does not necessarily imply the lengthening of the current 8-week two-term session. The offering of a variety of courses including specialties and work-shops not usually given during the regular semesters is recommended.

(This report was presented to the faculty in a formal meeting held on May 1, 1961. The faculty voted to adopt the report with the recommendation for the retention of the two-semester college year with summer session. However, the faculty requested that the committee on the college year concern itself once more with these questions:

1) Would it not be possible to provide for a spring vacation at a time when it is most needed, i.e. immediately following midsemester examinations in March, inasmuch as this period of strain does not usually coincide with the Easter vacation?
2) Would the various academic departments of Albright College find it feasible to set up "two-track" programs of study whereby students could complete all requirements for graduation either in the traditional four-year period or in an accelerated three-year program (with supplementary summer sessions)? If the answer is generally affirmative, to what extent shall the college publicize the existence of such a "two-track" system on our campus?)

In its meeting on September 28, 1961, the Committee on the College Year proposed the following additions to the formal report of May 1, 1961, for the faculty's approval:

1) The college calendar shall provide for a 3-day intra-semester recess during the second or spring semester of the school year immediately upon the conclusion of the first half of the semester. The three-and-one-half day Easter vacation as it has hitherto been observed at Albright College shall in no way be affected by the insertion of this recess period into the second semester. (For example, in 1962 mid-semester grades are due Monday, March 26. Dates for the spring recess shall be March 26, 27, 28 - regular classes resume Thursday, March 29. To provide for additional instruction time, spring

registration for the fall semester and the beginning of final semester examinations shall be postponed until Wednesday, May 23 - Tuesday, May 22 shall be scheduled as a regular teaching day.)

2) Albright College shall publicize the fact that it is possible (with proper prearrangement) for students to complete the four years' work for a degree in three years plus summer sessions - with proper consideration by students, parents and college officials of the social and academic problems involved.

3) The Committee on the School Year recommends the retention of the present eight-week summer session, during which capable students can earn 12 semester hours credit.

(Signed) Luther F. Brossman

Chairman of the Committee on
the College Year
October 2, 1961